

**Standard 1A – Journalism and mass communication teachers know and understand the central concepts, tools of inquiry and the structures of the discipline(s) they teach, and can create learning experiences that make these aspects of journalism and mass communication meaningful for students.**

### **Knowledge of Curriculum and Content/Classroom**

#### **Knowledge**

*Journalism and mass communication teachers understand:*

1. Key principles of journalism curriculum development, instruction and assessment;
2. Media law and ethics, including First Amendment-related rights and responsibilities;
3. History and evolution of media; functions, limitations and influences of media in society;
4. Journalistic writing process, including brainstorming, questioning, reporting, gathering and synthesizing information, writing, editing and evaluating the final media product;
5. A variety of journalistic writing forms, including language and angles for intended audiences;
6. The importance of accuracy in journalistic reporting including consistency of style, multiple sources and attributions;
7. Photojournalism as a method to tell compelling stories;
8. Skills needed to package media products effectively, using various forms of journalistic design, utilizing a range of visual, auditory and interactive methods for a variety of media;
9. Marketing, financial management, supervision and production strategies as they pertain to student media; and
10. How people communicate through oral, written, visual, broadcast, electronic and other media and the implications of this research.

#### **Dispositions**

*Journalism and mass communication teachers:*

1. Appreciate how journalism and mass communication frame and filter information;
2. Appreciate importance of media impact on individuals and communities;
3. Appreciate that media are dynamic and can be catalysts for meaningful change;
4. Respect unique learning styles;
5. Respect cultural differences;
6. Appreciate the need to keep abreast of new ideas, practices and understandings in journalism and mass communication; and
7. Value the role technology plays in teaching and learning.

## **Performances**

*Journalism and mass communication teachers:*

1. Select and design appropriate teaching materials for classroom use;
2. Create a journalism curriculum that is student-centered and reflects students as continuous learners;
3. Construct lesson plans covering multiple facets of journalistic writing, photojournalism, technology and visual communication;
4. Use appropriate professional and scholastic media legal and ethical policies and practices;
5. Provide instruction whereby students know and understand media's role in a democracy and their part in preserving it;
6. Demonstrate knowledge and understanding of resource management; and
7. Provide instruction whereby students know and understand their rights and responsibilities as journalists.

**Standard 1B – Journalism and mass communication teachers understand the central concepts, tools of inquiry and the structures of the discipline(s) they teach and can create learning experiences that make these aspects of journalism and mass communication meaningful for students working in school media.**

## **Knowledge of Curriculum and Content/Student Media**

### **Knowledge**

*Journalism and mass communication teachers understand:*

1. Key principles of journalism and mass communication as they function in a product-based curriculum;
2. Process is more important than the product, thus allowing for continuous student learning;
3. A variety of effective instructional strategies that help students become active scholastic journalists;
4. The value of technology for today's and tomorrow's media;
5. Law and ethics as they relate to scholastic media and their importance in practice;
6. The role of leadership training, fiscal responsibility, conflict resolution and time management in student media production; and
7. The importance of effective information design for all media.

## **Dispositions**

*Journalism and mass communication teachers:*

1. Appreciate how journalism and mass communication frames and filters information;
2. Appreciate the importance of how media impact individuals and communities;
3. Appreciate that media are dynamic and can be catalysts for meaningful change;
4. Respect unique learning styles;
5. Respect cultural differences;
6. Appreciate the need to keep abreast of new ideas, practices and understandings in journalism and mass communication; and
7. Value the role technology plays in teaching and learning.

## **Performances**

*Journalism and mass communication teachers:*

1. Use technology as teaching and production tools;
2. Use text, graphics, photography, radio, television, and other media to emphasize the range of story-telling possibilities;
3. Encourage creative approaches to information design and packaging it for student media;
4. Construct and use financial guidelines for scholastic media;
5. Construct and apply staff organizational models that foster student leadership;
6. Construct and use production schedules that reflect professional journalism standards;
7. Provide instruction whereby students exercise their rights and responsibilities as journalists; and
8. Help students establish school publication guidelines and practices for student media.

**Standard 2 – Journalism and mass communication teachers know and understand how individuals and groups create learning communities that encourage positive social interaction, active engagement in learning, self-motivation and collaboration.**

## **Knowledge**

*Journalism and mass communication teachers understand:*

1. Principles of effective instructional strategies, classroom management and assessment practices;
2. Conditions that enhance the development of life-long learning; and
3. How students develop abilities to understand and use media.

## **Dispositions**

*Journalism and mass communication teachers:*

1. Respect the diverse talents and variations in intellectual, social and personal skill levels of students;
2. Value the roles of families, school and community in promoting journalism and mass communication skills;
3. Respect and appreciate various communication forms characteristic of different skill levels; and
4. Appreciate learning as a lifelong process.

## **Performances**

*Journalism and mass communication teachers:*

1. Create an atmosphere for students to learn collaboratively and individually;
2. Create classrooms that encourage active participation in learning communities;
3. Encourage students to see, question, interpret and discover ideas from diverse perspectives;
4. Respect, support, and encourage individual differences;
5. Model and nurture lifelong learning;
6. Use knowledge of journalism and mass communication skills to design appropriate learning experiences;
7. Set short- and long-term instructional goals; and
8. Select assignments that support integrated units of instruction.

**Standard 3 – Journalism and mass communication teachers know and understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.**

## **Knowledge**

*Journalism and mass communication teachers:*

1. Understand students have different learning styles and multiple intelligences, which determine their approaches to learning and skill development;
2. Understand that students have a variety of individual experiences, talents and prior knowledge that affect their learning and skill development;
3. Know how to plan instruction so diverse learners have opportunities to meet learning objectives; and

4. Understand the advantages of a diverse staff to allow for greater accuracy and balance in coverage.

## **Dispositions**

*Journalism and mass communication teachers:*

1. Appreciate and value diversity and respect among students;
2. Appreciate individual differences and how they impact learning journalism and mass communication skills;
3. Value the role of families, school and community in promoting journalism and mass communication skills; and
4. Value technology in reaching diverse learners.

## **Performances**

*Journalism and mass communication teachers:*

1. Base instruction on students' strengths and build upon individual differences to further journalistic learning;
2. Plan instruction that accommodates the different needs and experiences of learners;
3. Vary materials and instructional activities to empower students to use media effectively;
4. Create environments that support respectful approaches to individual differences; and
5. Encourage staff diversity and use awareness of diversity to enhance understanding of journalistic media.

**Standard 4 – Journalism and mass communication teachers understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.**

## **Knowledge**

*Journalism and mass communication teachers understand:*

1. Cognitive, affective and psycho-motor processes associated with various kinds of learning and how these processes can be stimulated;
2. Strengths and weaknesses of a variety of instructional strategies and how these strategies can be applied to achieve instructional objectives;
3. How to enhance learning through the use of a wide variety of materials and resources such as computers, cameras, print and video production equipment, charts, graphs, bulletin boards and other instructional tools; and

4. How to create a variety of effective learning strategies that help students become active readers, speakers, listeners, interviewers, writers and viewers as they relate to print, electronic and broadcast journalistic messages.

## **Dispositions**

*Journalism and mass communication teachers:*

1. Value problem-solving and reasoning processes for journalistic inquiry and discovery;
2. Value flexibility and adaptation in the classroom to help students achieve their potentials;
3. Believe in an open learning environment where students feel free to ask questions and try new learning strategies;
4. Value multiple teaching and learning strategies that actively engage students in constructive learning opportunities to promote the development of critical thinking; and
5. Value the integration of technology into instruction.

## **Performances**

*Journalism and mass communication teachers:*

1. Design a student-centered curriculum that encourages lifelong learning;
2. Use a variety of research-based strategies to help students become effective listeners, speakers, readers, writers, interviewers and viewers;
3. Use multiple instructional and learning strategies that engage students in critical thinking, problem-solving and other learning activities;
4. Meet individual needs by using a variety of instructional strategies responsive to the social, intellectual and cultural contexts of the learners;
5. Use and model technology as an essential learning component;
6. Monitor and adjust instructional and assessment strategies;
7. Encourage students to assume responsibility for identifying and using appropriate physical and human resources; and
8. Adapt to the roles of instructor, coach, adviser, facilitator or audience as needed.

**Standard 5 – The journalism and mass communication teacher uses an understanding of individuals and groups to create a learning community that encourages positive social interaction, active engagement in learning, self-motivation and collaboration.**

### **Knowledge**

*Journalism and mass communication teachers understand:*

1. How to meet students' needs for a sense of belonging in school and the larger community;
2. Effective classroom interaction and management principles including the use of inquiry to show understanding and to think critically and articulate their ideas;
3. Situations that enhance or diminish a positive journalism learning and communication skills environment;
4. Characteristics of a journalism environment that support media roles, rights and responsibilities;
5. Individuals' roles and responsibilities within the classroom; and
6. The role journalism can play in invigorating public opinion and serving the democratic process.

### **Dispositions**

*Journalism and mass communication teachers:*

1. Believe the learning environment should be shaped by a student-centered teaching model that builds interaction between teachers and students;
2. Are committed to media production as a context for teaching leadership and responsible citizenship in a free society; and
3. Appreciate and respect the role of the individual in the group and that each group dynamic is special.

### **Performances**

*Journalism and mass communication teachers:*

1. Create a caring atmosphere where all students learn both individually and cooperatively;
2. Structure their classroom organization and environment for active participation;
3. Promote students' appreciation and understanding of media consumers and how responsible journalism builds a sense of community;
4. Help students understand their unique roles as disseminators of information and their rights and responsibilities as journalists and media consumers;
5. Use technology as an essential component of learning and production of media; and

6. Encourage student journalists to set high standards and to take responsibility for their own learning and media production.

**Standard 6 – Journalism and mass communication teachers use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.**

### **Knowledge**

*Journalism and mass communication teachers understand:*

1. How to use a variety of journalism, other media and communication techniques in the classroom;
2. The importance of nonverbal and verbal communication;
3. How to integrate media technology in support of collaborative, interactive media classrooms;
4. How to use media and technology as tools for inquiry in journalism classrooms;
5. How print, broadcast, photography and other media vary in techniques, style, audience, appropriateness and other areas;
6. Student experiences can affect interactions with language, media and technology; and
7. How individual learning styles and cultural, gender and other differences can affect communication in their classrooms.

### **Dispositions**

*Journalism and mass communication teachers:*

1. Value the role of media and technology in instruction;
2. Recognize the power of oral and written language to foster self-expression, identity development and learning;
3. Value the role of media and technology in personal and collaborative inquiry;
4. Value a variety of student expressions through media and technology; and
5. Appreciate the cultural dimensions of communication.

### **Performances**

*Journalism and mass communication teachers:*

1. Encourage many forms of interpersonal and group communication in the classroom;
2. Model effective communication strategies in conveying ideas and information;
3. Integrate and model appropriate media and technology in support of learning;
4. Encourage student learning through use of various media;
5. Encourage students to use media and technology appropriate to their experiences and needs;
6. Use a variety of teaching strategies to stimulate discussion;



7. Communicate in ways sensitive to individual learning styles and cultural, gender and other differences; and
8. Model and nurture life-long attention to media, popular culture and current events.

**Standard 7 – Journalism and mass communication teachers plan instruction based upon knowledge of subject matter, students, the community and curriculum goals.**

**Knowledge**

*Journalism and mass communication teachers:*

1. Know about state and national standards for journalism education and can use these standards to plan lessons and select and implement instructional strategies;
2. Know how to use knowledge of subject matter, students, the community and curriculum goals to adapt instruction to student needs;
3. Understand the need to develop a school community that values many levels and types of literacy and promotes the effective use of various forms of mass communication;
4. Understand a student's need for a sense of belonging to the school and to the larger community of media users; and
5. Know the different resources available within a community that support journalism/media development and use.

**Dispositions**

*Journalism and mass communication teachers:*

1. Acknowledge the need to develop a school community that values many levels and types of literacy/competency in a variety of media;
2. Value the students' needs for a sense of belonging to the school and to the larger community;
3. Value the larger community as a source of authentic journalism/communication experiences;
4. Appreciate that some students have an interest in journalism careers; and
5. Value journalism/media and communication skills as powerful tools for building better communities and teaching important lessons in civic leadership.

**Performances**

*Journalism and mass communication teachers:*

1. Develop a school community that values many levels and types of literacy/competency in the various forms of mass communication;
2. Help students develop a sense of belonging to the school and to the larger community;

3. Use the larger community as a source of authentic journalism/communication experiences;
4. Promote student interest in journalism careers; and
5. Use journalism/media and communication skills as powerful tools that can build better communities and teach important lessons in civic leadership.

**Standard 8 – The journalism and mass communication teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.**

**Knowledge**

*Journalism and mass communication teachers know and understand:*

1. Assessment strategies for communication studies such as individual and peer conferencing; tests; observations; written, visual and oral media use; staff critique sessions; performances and rubrics;
2. When to use different types of assessment strategies; and
3. How to use assessments to promote individual and/or staff learning.

**Dispositions**

*Journalism and mass communication teachers:*

1. Believe assessment is an integrated part of instruction;
2. Believe using multiple assessment strategies increases learning opportunities;
3. Value student self-assessment of print, electronic and broadcast media;
4. Believe assessment empowers student journalists to improve their media understanding; and
5. Appreciate the connection between student learning styles and assessment practices.

**Performances**

*Journalism and mass communication teachers:*

1. Design and implement multiple types of assessment instruments for classroom use, such as observation, rubrics, rating scales, checklists and anecdotal evidence/records;
2. Use multiple sources of data to assess the growth of individual journalism/publication students in their reading, writing, editing, listening, viewing, designing, photographing, broadcasting and publishing activities;
3. Use assessment to adjust journalism/publications curriculum and instruction to student needs;
4. Provide opportunities for student self-assessment; and

5. Explain these assessments and results clearly to students, parents, and others in the learning community.

**Standard 9 – Journalism and mass communication teachers are reflective practitioners who seek opportunities for professional development.**

**Knowledge**

*Journalism and mass communication teachers understand:*

1. How professional organizations/associations, conferences, advanced course work, technology training and other opportunities in the journalism field contribute to professional growth;
2. A variety of ways to evaluate and reflect on their own practice and how to continue their own learning;
3. The importance of teacher collaboration and interdisciplinary cooperation;
4. The purposes of and ways to generate classroom research; and
5. The value of enthusiasm in a dynamic journalism and mass communication program.

**Dispositions**

*Journalism and mass communication teachers:*

1. Value lifelong learning in technology and media for both students and teachers;
2. Value the need for teacher collaboration and interdisciplinary cooperation;
3. Value time for personal and collegial reflection on their practices;
4. Appreciate the importance of upgrading their professional knowledge and skills;
5. Appreciate their importance as researchers for their own classrooms; and
6. Respect the need to continually monitor their own practice and its effects on students, parents and professional colleagues.

**Performances**

*Journalism and mass communication teachers:*

1. Attend conferences, workshops, continuing education classes, and other professional development opportunities in the journalism field;
2. Study professional media and research relevant to journalism instruction and conduct classroom research to improve their practice;
3. Participate in continual personal and collegial reflection on practice;
4. Monitor the effects of their practices on students, parents, colleagues and community professionals;
5. Collaborate with colleagues in journalism and other disciplines;

6. Model or provide resources for journalistic writing and design, photojournalism and other effective journalism and mass communication skills and practices; and
7. Create opportunities for critiques of programs and publications.

**Standard 10 – Journalism and mass communication teachers foster relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.**

**Knowledge**

*Journalism and mass communication teachers understand:*

1. Students’ needs for a sense of belonging to the school and to the larger community of media users;
2. Resources available within the community that support journalism and mass communication development and use;
3. How and when to communicate with parents to provide information about student progress and to garner parental support;
4. How factors in students’ environments outside school may influence their lives and learning;
5. The need for a symbiotic relationship between the school and the journalism and mass communication industry;
6. That community, state, national and international affairs have an impact on student learning and achievement; and
7. How to work with school personnel to enhance student performance and outcomes.

**Dispositions**

*Journalism and mass communication teachers:*

1. Value consultation with parents, families, other educators, journalism and mass communication partners, and members of the larger community as resources for the education and well-being of students;
2. Respect the privacy and confidentiality of student concerns and information;
3. Appreciate their role as advocates for students; and
4. Value school policies, expectations and procedures.

**Performances**

*Journalism and mass communication teachers:*

1. Create an atmosphere that addresses students’ needs for a sense of belonging to the school and to the larger community;

2. Create opportunities for journalism and mass communication experiences through participation in the school and larger community;
3. Participate in interdisciplinary and collegial activities to provide a productive learning environment for journalism and mass communication education;
4. Connect with the students' other environments by consulting with parents, families, counselors, other teachers, staff members and journalism and mass communication partners;
5. Identify and use community resources to foster student learning and to connect journalism and mass communication with daily living;
6. Participate in school and community efforts to effect positive changes in the learning environment and in journalism and mass communication education; and
7. Stay apprised of current journalism and mass communication practices through contacts with the profession.